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ABSTRACT

The fourth in a five module series provides teacher educators and preservice teachers with information to facilitate successful social, emotional, and academic functioning of handicapped minority students in the regular classroom environment. An initial section contains guidelines for a presession and describes the organizational structure of the module. Three sessions, to be presented in 50 minute classes, cover the following topics: teacher-student and student-student interactions (the mandates of P.L. 94-142--the Education for All Handicapped Children Act, assessment of interactions); methods and materials in the mainstreamed class (the school environment, time and space arrangement, large and small group instruction, individualized instruction); and behavior management in the regular classroom. Sections for each class include instructional plans, handouts/transparencies list, lecture material, references, and resources. Also given are pre- and postassessment tests, handouts, and transparency masters. (SB)

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MODULE IV

STRUCTURING THE LEARNING CLIMATE FOR MINORITY HANDICAPPED STUDENTS

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STRUCTURING THE LEARNING CLIMATE FOR MINORITY HANDICAPPED STUDENTS

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P.L. 94-142 And The Minority Child

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FOREWORD

With the passage of Public Law 94-142 came the challenge to the public school system to educate handicapped children in regular classrooms, the least restrictive environment in many instances. For many teachers, the presence of handicapped children in their classes presents problems which the teachers are ill-prepared to resolve.

Martin (1974) identifies attitudes, fears, anxieties, and possible overt rejection as barriers to the placement of handicapped children in regular classrooms. Moreover, the placement of Black and other minority group handicapped children in regular classrooms presents problems stemming from the race, culture, and socioeconomic level of the students. The minority handicapped child is confronted by the teacher's lack of sensitivity to and positive valuing of cultural differences as well as his/her inability to use teaching/learning strategies and develop and/or rewrite curricula in response to the needs of minority students. In addition, the term "minority" has the connotation of being less than other groups with respect to power, status, and treatment (Chinn, 1979).

To assist teacher educators to overcome these problems and to implement P. L. 94-142, NABSE/TAC has developed this series of modules. It is anticipated that these modules will be infused in teacher education programs at historically Black institutions and, thereby, serve as vehicles to encourage and inspire pre-service teachers to use their minority perspectives and expertise for the benefit of special-needs minority students in relation to P.L. 94-142.

There are five instructional modules in this series. This instructional module and others in the series address the problems faced by Black handicapped and other minority handicapped students. The spirit and letter of P.L. 94-142 are explored relative to their problems. The modules are as follows:

- *P.L. 94-142 and the Minority Child*
- *Minority Handicapped Students: Assessment Issues and Practices*
- *The Development and Delivery of Instructional Services: A Commitment to the Minority Handicapped Child*
- *Structuring the Learning Climate for Minority Handicapped Students*
- *Valuing the Diversity of Minority Handicapped Students*

The module P.L. 94-142 and the Minority Child is to be used first. Thereafter, the teacher educator may choose to use any of the remaining modules as appropriate to the needs of his/her student population.

All children have a right to equality of education. The National Alliance of Black School Educators believes that through efforts such as those of the Training Assistance Center equality of educational opportunity for all Black and other minority students can be attained.

Chinn, P. C., The exceptional minority child: issues and some answers. Exceptional Children, 1979, 45, 532-536.

Martin, E. W., Some thoughts on mainstreaming. Exceptional Children and Youth, November, 1974, 150-153.

CONTENTS

PAGE

PRE-SESSION:

Rationale..... i
Goal..... ii
Flowchart..... iii
Organizational Plan..... iv-vi
Copyright Information..... vii

CLASS I: INTERPERSONAL RELATIONSHIPS — Blue Section

Instructional Plans..... 1-2
Handouts/Transparencies List..... 3
Pre-assessment Test..... 4-5
Lecture I..... 6-19
References..... 20
Resources..... 21

CLASS II: METHODS AND MATERIALS IN THE MAINSTREAMED CLASS — Orange Section

Instructional Plans..... 21-23
Handouts/Transparencies List..... 24
Lecture II..... 25-38
References..... 39
Resources..... 40

CLASS III: BEHAVIOR MANAGEMENT — Green Section

Instructional Plans..... 41-42
Handouts/Transparencies List.....
Lecture III..... 43-46
Post-assessment Test..... 47-48
References..... 49
Resources..... 50-51

APPENDIX — Pink Section

Handouts

Transparencies

PRESESSION

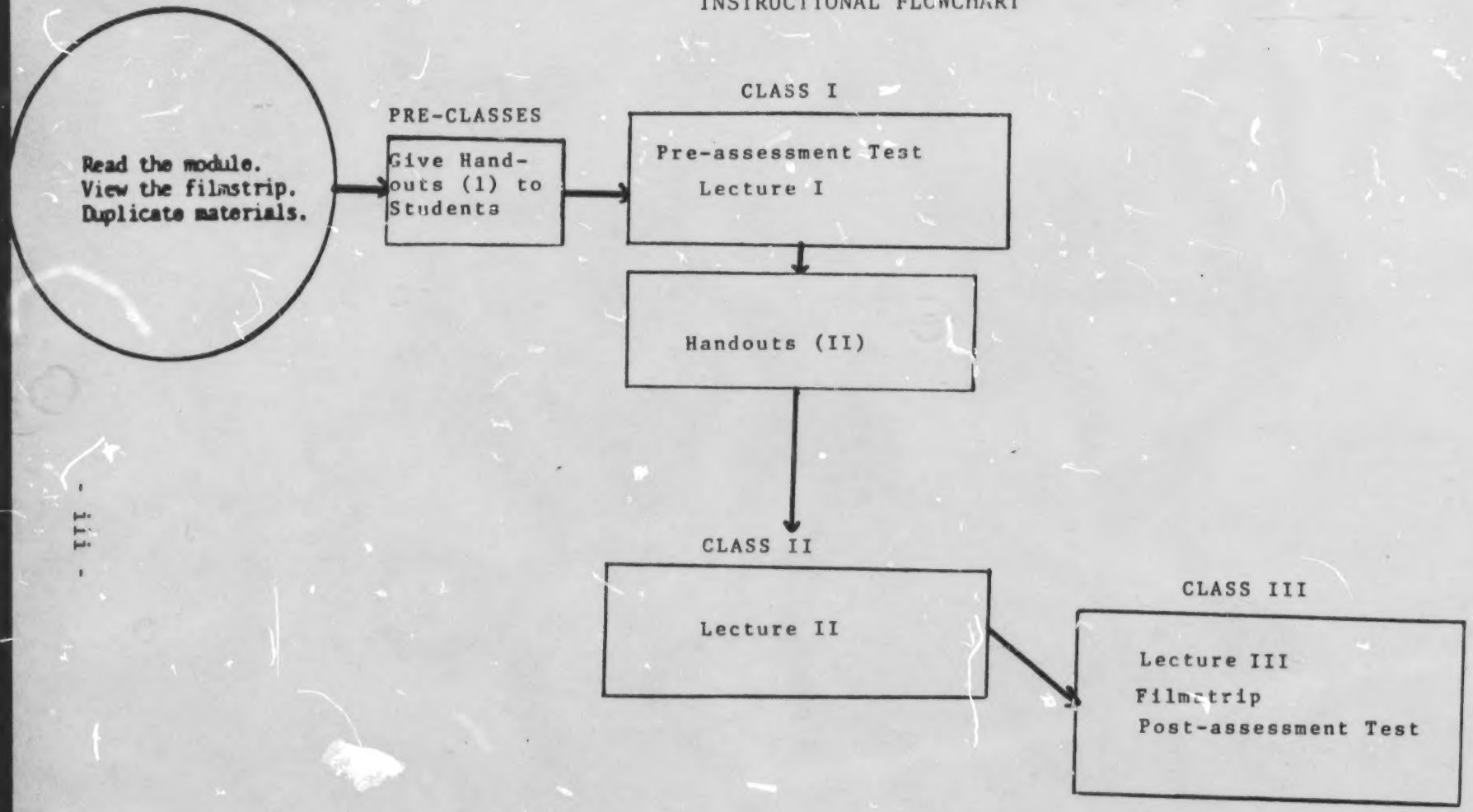
RATIONALE

The right of all handicapped children to an appropriate, free, publicly supported education in the least restrictive environment has been guaranteed by the passage of Public Law 94-142. Mandates contained in the law are especially relevant to Black and other minority children, since disproportionate numbers of these children have been identified as handicapped and placed in segregated educational settings. It is, therefore, likely that substantial numbers of minority pupils will be mainstreamed. Thus, the implementation of P.L. 94-142 carries with it many implications for the psychosocial and cognitive needs of handicapped Black and other minority children. The law also has tremendous implications for regular classroom teachers, teaching/learning strategies, and the learning environment. Therefore, teacher educators in historically Black institutions have a responsibility to provide preservice teachers with information and experience that will in turn engender the knowledge, skills, and sensitivities, needed to provide a positive learning climate for handicapped minority students.

G O A L

The goal of the module is to provide teacher educators and preservice teachers with information that will facilitate successful social, emotional, and academic functioning of handicapped minority students in the regular classroom environment.

INSTRUCTIONAL FLOWCHART



Organizational Plan

This module, Structuring The Learning Climate for Minority Handicapped Students, focuses on the development of interpersonal relationships that foster the development of a positive self-concept. Attention is given to teacher-student and student-student interactions in an effort to determine the extent to which handicapped minority students are accepted in the regular classroom. In addition, attention is given to the materials, environment and teaching and behavior strategies needed to provide a learning climate that is appropriate for minority handicapped students.

This module is designed to be presented in three 50-minute classes. Presession activities to familiarize the teacher educator with the module have been included.

PRESESSION

1. Read the entire module including handouts.
2. Obtain and preview the suggested filmstrip.
3. Obtain and duplicate handouts.
4. Make transparencies.
5. Read additional materials on the education of the handicapped.

CLASS I

Material

Instructional Plans

Handouts

- (I-1) Mainstreaming and the Minority Child: An Overview of Issues and a Perspective.
- (I-2) The Attitudes of Regular Classroom Teachers Toward Mainstreaming Scale (Optional)
- (I-3a, b) Pupil-Pupil Interaction Preference Form (Optional)

Transparencies

- (TP-1) Teacher-Student Interaction Analysis Form
- (TP-2) Pupil Perceptions of Teacher-Student Interaction and Support
- (TP-3) Pupil-Pupil Interaction Preference Form

Equipment

Overhead Projector

Pre-assessment Test

Lecture I

CLASS II

Material

Instructional Plans

Handouts

- (II-1) Availability, Usability, and Desirability of Instructional Materials and Media for Minority Handicapped Students
- (II-2) Teacher, Environment, and Learner Characteristics
- (II-3) Assessment of Classroom Learning Environment (Optional)

Equipment

CLASS III

Material	Equipment
Instructional Plans	Filmstrip Projector
Lecture III	
Filmstrip: Handling Behavior Problems*	
Post-assessment Test	

*Handling Behavior Problems from Teaching Resource Series - Approaches to Mainstreaming, Unit I can be obtained from:

Teaching Resource Corporation
100 Boylston Street
Boston, MA 02116

COPYRIGHT INFORMATION

Identified below is copyright information on all articles that are recommended for use in this module. Some articles require a fee for use, and others do not. The articles that do not require a fee are included in the module. NABSE/TAC offers this information to facilitate your securing the articles.

Handout I-1

Jones, R., & Wilderson, F., Mainstreaming and the minority child: an overview of issues and perspective. In Jones, R., (Ed.) Mainstreaming and the minority child.

Publisher:

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Handout I-3

Pupil-Pupil Interaction Preference Form and Directions for Administration... from: Gearheart, B. R., & Weishahn, M. W. The handicapped student in the regular classroom.

Publisher:

C. V. Mosby
St. Louis, MO

Handout II-2

Bland, E. et al., Availability, usability, and desirability of instructional materials and media for minority handicapped students. Journal of Special Education, 1979, 13, 157-167.

Publisher:

Buttonwood Farms, Inc.
1950 Street Road, Suite 408
Bensalem PA 19020

CLASS I

INTERPERSONAL RELATIONSHIPS

INSTRUCTIONAL PLAN - CLASS I

Behavioral Objective	ENABLING ACTIVITY		Materials
	Teacher Educator	Student	
1) The student will be able to identify factors that can contribute to the handicapped student's sense of security and development of a positive self-concept.	• Lecture I	• Lecture I	Pre-assessment • Lecture I: Interpersonal Relationships
2) The student will be able to discuss how teacher attitudes impact Student-Student interaction in the classroom.	• Lecture I	• Lecture I Out-of-class reading of handout	• Handout I-1: Mainstreaming and the Minority Child: An Overview of Issues and a Perspective.
3) The student will be able to identify strategies that promote positive interactions between handicapped students.	• Lecture I	• Lecture I • Have pupuls design social interaction experience which will facilitate increased acceptance of minority handicapped child children.	• Lecture I: Interpersonal Relationships

OPTIONAL INSTRUCTIONAL PLAN - CLASS I

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
1)		1) Group activity: Have students administer the "Attitudes of Regular Classroom Teachers Toward Mainstreaming Scale" to 3-5 teachers. Students will tabulate the results and discuss how the attitudes of those teachers may impact a handicapped student in the class.	• Handout I-2: The Attitudes Regular Classroom Teachers Toward Mainstreaming Scale.
2)		2) Write a one-page report on how a teacher may deliberately or inadvertently affect a student's self-concept.	
3)		3) Have students administer Pupil-Pupil Interaction Preference Form (Handout 3) to children within a mainstreamed classroom. Data may be used to compare pupil preference for interaction with handicapped and nonhandicapped pupils.	• Handout I-3a & 3b: Pupil-Pupil Interaction Preference Form

HANDOUTS, TRANSPARENCIES (APPENDIX)

CLASS I

Handouts

HO I-1	Mainstreaming and the Minority Child: An Overview of Issues and a Perspective
HO I-2	The Attitudes of Regular Classroom Teachers Toward Mainstreaming Scale (Optional)
HO I-3a,b	Pupil-Pupil Interaction Preference Forms (Optional)

Transparencies

TP-1	Teacher-Student Interaction Analysis Form
TP-2	Pupil Perceptions of Teacher-Student Interaction and Support
TP-3	Pupil-Pupil Interaction Preference Form

NAME_____ DATE_____

PROFESSOR_____

STRUCTURING THE LEARNING CLIMATE FOR
MINORITY HANDICAPPED STUDENTS

PRE-ASSESSMENT

DIRECTIONS: For each numbered item, there is a lettered set of alternative answers or completions. Select the BEST ONE for each item. Circle your response.

1. Which ONE of the following is NOT a strategy to promote positive interaction between handicapped minority students and nonhandicapped students?

   a) establishing a buddy system
   b) holding rap sessions to bring students together
   c) giving leadership status to a low status child
   d) putting students with similar handicaps together

2. Which ONE of the following alternative behavioral strategies would NOT be used with a distractible child?

   a) moving the child's desk to a place of minimum activity
   b) keeping the child's work area clean
   c) alternating quiet activities with ones that involve movement
   d) providing a variety of instructional activities at the same time

3. Which ONE of the following behavioral problems is NOT exhibited by special needs students?

   a) distractibility
   b) hyperactivity
   c) ability level
   d) short attention span

4. Which ONE of the following is NOT a level on which behavior management systems can be structured?

a) prevention
b) exclusion
c) coping behaviors
d) direct intervention

DIRECTIONS: For each numbered item, supply the correct response.

5. Factors that can contribute to the handicapped minority student's sense of security and development of a positive self-concept are:

_____,

_____,

_____and

_____.

ESSAY

6. Discuss how teacher attitudes impact student-student interaction in the classroom.

7. Discuss specific adaptations relative to physical environment, materials, and teaching strategies that teachers need to make to provide a learning climate conducive to the social and intellectual growth of handicapped minority students.

LECTURE I

TEACHER-STUDENT AND STUDENT-STUDENT INTERACTION

The quality of interaction in the classroom is dependent upon several factors that reflect the society at large. These factors are biases that have plagued our society for years and they have a tremendous effect on the interaction in the classroom. They relate to race, socioeconomic status, and culture. In addition, bias against persons with handicapping conditions exists and is evidenced by the handicappeds' lack of social acceptance and their exclusion for the most part from publicly supported education prior to P.L. 94-142. In the school system, biases manifest themselves in the use of discriminatory tests to negatively categorize racial minorities and the poor, as low teacher expectations for minority students, in the failures that Black and other minority students experience, and in the loss of self-esteem suffered by low income children (Mercer, 1974; Rosenthal & Jacobson, 1968; Hentoff, 1979; Shipman, 1976).

Public Law 94-142 supports the concept of individuality and cultural diversity in its provisions for a free appropriate education, individualized education program, and nondiscriminatory testing, but much of the implementation of the law lies with the regular teacher. It is the regular teacher's responsibility to adapt and adopt strategies and materials to effectively teach all the children in his/her classroom and to change behaviors and attitudes that are incompatible with helping students succeed.

The least restrictive environment provision of Public Law 94-142 requires the placement of handicapped students with

nonhandicapped students to the extent appropriate. Whereas the least restrictive environment is specific to the child and denotes neither special class or regular class placement, the regular class is the preferred placement. The presence of handicapped minority students in the regular class with non-handicapped white middle class students brings into focus the issue of differences. These differences are manifested in the manner in which minority students respond and react to the events that occur in the classroom.

The difference that the handicapped minority student exhibits impact the interaction between the student and his/her middle class oriented teacher and nonhandicapped white middle class peers. The interaction that takes place in the classroom determines the climate in which students learn. The learning climate can either enhance or impede the social and academic growth of its participants. Johnson (1970) illustrates the concept of school climate from a symbolic interaction frame of reference in the following:

> Education, from a social-psychological point of view is carried on in an organized social environment largely through interpersonal processes. How a student responds in the classroom, for example, will depend upon such factors as the organizational structure and climate of the school, the nature of the student's goals and the goals of his teacher, and the reaction he thinks his peers, parents, and friends will have to his behavior. It is primarily within the extended teacher-student and student-student interaction in the classroom that education takes place.

Teacher-Student Interaction

There is little question that the teacher has a profound influence on student behavior, achievement, and feelings of self-worth (Rosenthal & Jacobson, 1968; Shipman, 1976). The way in which the teacher relates to the student can either greatly facilitate or seriously impede a student's success in school. Thus, this interaction is an important factor to consider with all students. However, it has even greater implications for the minority student who is identified as handicapped.

The cultural context in which handicapped Black and other minority students live does have implications for the learning climate. Because these students may have a communication style, incentive-motivation style, a human relations style, and style of thinking, perceiving, remembering, and problem solving that differ from those of middle class students, the teacher will have to make adaptations to the curriculum and teaching/learning strategies. The adaptations will be enhanced if teachers can demonstrate sensitivity to the students' cultural diversity by:

1) conceptualizing culture in terms of the important components of any culture that tend to set groups apart from each other (communication patterns, customs of diet and dress, and the arts). A knowledge of the components of a culture will engender some awareness of cultural orientation.

2) identifying and working with those characteristics of individual learners that cause that learner to behave differently from that which the school commonly anticipates (Button, 1977).

Public Law 94-142 mandates the provision of an appropriate education to all handicapped children. An appropriate education emphasizes special education and related services designed to meet the unique needs of handicapped children. Black and other minority handicapped students have unique needs. The realization of an appropriate education that addresses their unique needs can best be achieved if students possess a positive self-concept which in turn facilitates receptivity to cognitive and social growth. Telford and Sawrey (1972) contend that "a person's level of aspiration is intimately related to his self-concept." A person's view of himself/herself determines what he/she thinks he/she can do and what he/she attempts to achieve. Important also to the development of a positive self-concept is what other persons think and feel.

The handicapped Black and other minority group student's sense of security is important to his/her development of a positive self-concept. Raths (1969) identifies factors that contribute to the student's sense of security. Teacher knowledge of and sensitivity to several of these factors contribute to the development of a positive self-concept in the Black and minority handicapped student. These factors are as follows:

1) Every student feels more secure if he/she knows that the teacher will not diminish his/her status in the presence of his/her peers. This means that practically all punishments will be administered privately. No child should receive the scorn, ridicule, sarcasm or name-calling of an angry or upset teacher in a group situation;

2) Students want a teacher who can save them from extremes of humiliation. Nearly all of us have learned a great deal through the mistakes we have made. Sometimes, however, a mistake made in the presence of our peers can be terribly humiliating. Sometimes a teacher can very quickly assert that he/she is partly to blame for the situation. Sometimes he/she can restate what a student has said in a manner that robs it of its adverse affect. Sometimes the teacher can turn it into a joke on himself/herself. Whatever the teacher does, he/she tries to soften the significance of the mistake in order to help the student "save face;"

3) Students feel more emotionally secure when they are respected. This means that the teacher listens to them and responds to them. At times he/she will ask for their help, their ideas, and their opinions. He/she will avoid the repeated use of such statements as "You're too young," "you're too small," or "you wouldn't understand." The teacher does not "run down" the group, the school, or the grade level. Instead, he/she takes many opportunities to acknowledge the achievements of the school and the group.

The teacher can assess the quality of his/her interaction with students in the classroom by conducting a self-inventory and by administering a questionnaire to students. The Teacher-Student Interaction inventory will reveal the frequency and kind of interaction with each child. Here is an example of a Teacher-Student Interaction Analysis Form: [Put on transparency, TP-1]

TEACHER-STUDENT INTERACTION

DIRECTIONS: Use the symbols in the following key to identify the kind and nature of teacher-student interaction in the classroom. Use a check to indicate the kind of interaction and if it was pleasurable, "P," or if it was unpleasurable, "NP." Make duplicates of this form so that you can use one for each day of the week.

K E Y

XH = Extra help, academic
BM = Behavior Management
L = Listening to the Student
T = Talking to the Student
PL = Playing with the Student

DATE_____

Interaction

Student's Name	XH		BM		L		T		PL	
	P	NP	P	NP	P	NP	P	NP	P	NP

Prepare a summary of the interactions to ascertain the five students with whom you spend the least time and the five with whom you spend the most time. Note whether the interactions are pleasurable or unpleasurable.

The use of the Pupil Perceptions of Teacher-Student Interaction and Support form will indicate to the teacher how students perceive their teacher. One strategy for administering this instrument is to have a colleague administer the test in an effort to get honest answers from students and thereby lessen the fear of reprisal. (For younger children, the statements and response options can be read by the teacher.) Here is the Pupil Perceptions of Teacher-Student Interaction Support Form: [Put on transparency, TP-2].

PUPIL PERCEPTIONS OF TEACHER-STUDENT
INTERACTION AND SUPPORT

NAME_____

	Always 3	Seldom 2	Never 1
1. I can get extra help from the teacher when I need it.	_____	_____	_____
2. The teacher praises me when I do well.	_____	_____	_____
3. The teacher smiles when I do something well.	_____	_____	_____
4. The teacher listens attentively.	_____	_____	_____

	Always 3	Seldom 2	Never 1
5. The teacher accepts me as an individual.	____	____	____
6. The teacher encourages me to try something new.	____	____	____
7. The teacher respects the feelings of others.	____	____	____
8. My work is usually good.	____	____	____
9. I am called on when I raise my hand.	____	____	____
10. The same students always get praised by the teacher.	____	____	____
11. The teacher grades fairly.	____	____	____
12. The teacher smiles and enjoys teaching.	____	____	____
13. I have learned to do things from this teacher.	____	____	____
14. When something is too hard, my teacher makes it easier for me.	____	____	____
15. My teacher is polite and courteous.	____	____	____
16. I like my teacher.	____	____	____

From: Gearheart, B. R., and Weishahn, M. W. The Handicapped Student in the Regular Classroom, St. Louis: C. V. Mosby, 1980.

Acceptance and understanding are powerful social and intellectual growth enhancers. To gain an understanding of and an appreciation for the person the student is, the effective teacher makes an effort to know the whole student. The teacher needs to acquire a knowledge of his/her home life, previous school experiences, his/her interests and abilities, and his/her strengths and weaknesses because this information impacts classroom interactions, achievement, and teacher perception. Important as it is to understand a student, the teacher of handicapped Black and other minority students must exhibit an attitude of acceptance. This acceptance should be without regard to the personal and intellectual attributes and physical abilities of the student. In addition, the teacher of physically and mentally handicapped students needs to show students that they are not just tolerated, but are respected and loved. While disruptive and defiant behaviors are unacceptable in the classroom, the message that the teacher conveys to the behaviorally disordered student must be that he/she is acceptable, but the behavior is unacceptable. The regular classroom teacher as a facilitator must, therefore, possess sufficient knowledge of the diversities that students have and develop strategies to work out satisfactory accommodations to problems or conflicts that otherwise might threaten the development and maintenance of a healthy classroom climate.

Student-Student Interaction

Because the teacher serves as a model, the attitudes and expectations that the classroom teacher has of the minority handicapped child are most often adopted by other students within the classroom setting. If a teacher displays negative attitudes and behavior toward handicapped minority students, nonhandicapped students will imitate the teacher's attitudes and behavior. Conversely, if the teacher accepts each student as a unique and valued individual, this positive attitude may be adopted by nearly all students.

Gearheart and Weishahn (1980) have observed that handicapped students (including the hearing impaired, visually impaired, and physically disabled) are often treated differently by teachers and other students within the regular classroom. Research suggests that the teacher's attitude toward, interaction with, and sensitivity to persons with handicapping conditions who are culturally different also affect student-student interaction in the classroom. Thus, teachers must recognize the influence they have on a student's acceptance and social status within the classroom. This fact is critical for handicapped and minority children whose differences in skin color, cultural constructs, cognitive and physical functioning, and overall appearance clearly set them apart from white middle class nonhandicapped students. In addition, the society in general has unfavorable attitudes toward and misconceptions about minorities and handicapped persons that many white middle class students acquire because they are so thoroughly socialized.

There are a number of ways in which teachers may examine the interaction of students in their classroom. One technique is to gather social preference data from students to determine the degree of acceptance or rejection of particular children. The Pupil-Pupil Interaction Preference Form (Gearheart and Weishahn, 1980) is one such sociometric approach. [Put on transparency, TP-3] Each student is asked to complete sentences that indicate preferences for working with other students. (The teacher may need to write the students' names on the board to correspond with the seating arrangement in the classroom.) This Pupil-Pupil Interaction Preference Form asks the student to complete four sentences with his/her first, second, and third choice.

PUPIL-PUPIL
INTERACTION PREFERENCE FORM

NAME_____

In working a project I would like to work with:

1. _____
2. _____
3. _____

During breaks I would like to be with:

1. _____
2. _____
3. _____

I would like to sit next to:

1. _____
2. _____
3. _____

I would like to work with:

1. _____
2. _____
3. _____

The tabulation of choices and the assignment of sociometric status reveal the number of mutual choices, the degree of acceptance of handicapped minority students, and the categories whether academic or social, in which handicapped students were chosen if chosen at all. From this sociometric data, the regular classroom teacher can determine if there is a need to develop and use strategies to increase the interaction between handicapped minority students and nonhandicapped students.

The teacher may utilize some of the following strategies to promote positive interaction between handicapped minority students and their nonhandicapped peers:

1) establish a buddy system whereby students work together for a specified time, for example, a marking period; two months;
2) hold rap sessions to bring certain students together;
3) form committees by counting off in sets of three so that all ones are a committee and all threes are a committee;
4) assign leadership status to a low status child.

Although the above strategies may bring nonhandicapped and handicapped students together and are designed to promote social acceptance of handicapped minority students, the teacher as a

model will have the greatest impact on student-student interaction. This interaction can be positive if the teacher's behavior and attitude indicate that the handicapped minority student is liked and respected and belongs in the mainstreamed classroom.

CONCLUSION

The evidence of adverse self-fulfilling prophecies, racism, and the caste system in the public school system clearly indicates the existence of a learning climate that is not conducive to the intellectual and emotional growth of Black and other minority group children. Nevertheless, the education process must not fail these children. Teachers of Black and other minority group handicapped students should strive to create a healthy classroom climate. Such a climate is one that encourages and supports the growth and development of every student's 1) sense of personal worth and accomplishment; 2) self-concept; 3) feeling of belonging; and 4) cognitive skills. The importance of a healthy classroom climate is expressed in the following:

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with jealousy, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with praise, he learns to be appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith in himself and those about him.

If a child lives with friendliness, he learns that the world is a nice place in which to live.

With what is your child living?

(Anonymous)

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CLASS II

METHODS AND MATERIALS IN THE MAINSTREAMED CLASS

INSTRUCTIONAL PLAN - CLASS II

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
1) The student will be able to discuss specific adaptations relative to physical environment, materials, and teaching strategies that teachers need to make to provide a learning climate conducive to the social and intellectual growth of handicapped minority students.	• Lecture II	• Lecture II • Handout II-1 • Handout II-2 • Handout II-3	• Lecture II: Methods and Materials in the Mainstreamed Classroom. • Handout II-1: Teaching Academic Skills in the Mainstreamed Classroom. • Handout II-2: Availability, Usability, and Desirability of Instructional Materials and Media for Minority Handicapped Students. • Handout II-3: Teacher, Environment, Learner Characteristics.

OPTIONAL INSTRUCTIONAL PLAN - LECTURE II

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
		Visit at least one mainstreamed classroom and evaluate the learning environment using the Assessment of Classroom Learning Environment Scale. Discuss the various adaptations that were or were not present in the classroom.	HO II-4: Assessment of Classroom Learning Environment Scale.

HANDOUTS, TRANSPARENCIES (APPENDIX)

CLASS II

Handouts

HO II-1 Availability, Usability, and Desirability of Instructional Materials and Media for Minority Handicapped Students

HO II-2 Teacher, Environment, and Learner Characteristics

LECTURE II

HANDICAPPED MINORITY STUDENTS: MATERIAL, ENVIRONMENTAL, AND INSTRUCTIONAL NEEDS

Interpersonal relationships between the teacher and the handicapped minority student and among students themselves are very important; however, interaction between handicapped minority students and the environment and the materials they use are quite important too. Thus, the teacher may have to adapt and find new materials, modify the physical environment, and use regularly a variety of teaching/learning strategies if he/she is to provide to each handicapped child the appropriate education that P.L. 94-142 mandates.

Creating a wholesome, emotional climate is important in structuring the classroom environment. Teachers can provide a setting where students are expected to interact, share, and help each other and where no child is made to feel insecure, alienated or inferior. Messages concerning who they are, what they might be, and how others perceive persons like themselves are often presented to students in subtle ways. Therefore, learning centers, bulletin boards, and instructional materials should portray women, minorities, and handicapped people in a number of situations and lifestyles so that all students can feel accepted and valued for who they are (Rossett, 1979).

The function of the learning climate should be to assist the teacher in instruction and to facilitate student learning. This principle applies to all pupils including the handicapped minority child in the regular classroom. The key to managing any classroom with twenty-five or more students of differing abilities is organization. Mainstreaming a handicapped minority

child into the regular classroom does not change the basic nature of the task; it just adds another dimension to it. The materials, the environment, the time and space arrangement, and the teaching strategies used in the classroom should reflect the cognitive and affective needs of the handicapped minority students in the class.

Student - Material Interaction

Selection of instructional materials is a part of the process of individualizing instruction for students. Materials should be matched to the student's instructional needs. Studies support the idea that minority and handicapped students often have unique learning styles that require specifically developed curricula and alternative modes of presentation (Bland, 1979). Teachers should be aware of a student's strengths and weaknesses in addition to ethnic/racial characteristics when determining appropriate materials (Rossett, 1979).

Instructional materials can focus on a variety of input/output modalities; therefore, the teacher should identify a student's strongest input/output modality and select materials that utilize that modality. Most students have a preferred modality, usually visual or auditory, that is their optimum modality for learning. Some students require or prefer material presented through the visual modality. For these students, verbal discussions should be accompanied by visual requirements.

Auditory learners may require mechanized audio materials or presentations directed by the teacher. On the other hand, some students may require a multisensory approach which utilizes materials that provide tactile-kinesthetic feedback in addition to auditory and visual information. Handicapping conditions, such as learning disabilities or physical, visual, and hearing impairments may greatly affect a specific modality for acquiring information. For these students, it is critical for instructional materials and aids to utilize the strongest learning modality (Anderson, 1979). Specific information pertaining to instructional materials and aids for different handicapping conditions is included in the module.

Valuing the Diversity of Minority Handicapped Students

Motivation is another factor that teachers should consider when selecting instructional materials. Materials that appeal to students have a greater likelihood of capturing the students' attention so that the other instructional attributes of the material can exert their effect. Determining the motivational appeal of materials requires a knowledge of the general tastes and interests of students of particular ages and backgrounds. The greater the teacher's knowledge of a student's ethnic/racial culture, the greater the likelihood that appropriately selected instructional material will appeal to that student (Anderson, 1979). Media/materials designed for use with minority

handicapped students are available, although not plentiful. The teacher's selection of such materials will ensure that minority handicapped students will have materials adapted to their needs rather than the students having to adapt to the materials.

Student - Environment Interaction

Environment is thought of as all the conditions and circumstances which affect the development of an individual. The school is only one of many situations that make up a child's total environment. Although teachers have no control over many factors that may affect a student, they do shape the school setting and should try to create an environment that promotes positive feelings of accomplishment, self-concept, and affiliation through the students' interactions within the classroom setting (Kolesnik, 1970).

The school environment includes a variety of factors which influence a student's interaction within that setting. Factors such as the space and facility arrangements, teaching-learning settings and the social environment all influence the ease in which minority and/or handicapped students are accommodated in the class setting. Reynolds (1977) provides a scale that details the optimum space and facility accommodations for students with physical impairments. These accommodations include:

- entry and accessibility for all students
- carpeted floors and/or treatment for sound control
- storage space for crutches and/or devices such as canes and walkers

- partitions for small groups
- amplification devices

In addition, the instructional space should be divided into several areas or learning centers that provide space for students to locate themselves in a variety of ways and to utilize materials.

Time and Space Arrangement

Room arrangement and the effective use of time and space are assets to the successful implementation of a program which focuses on the individual needs of a heterogeneous group of students. Traditional scheduling methods in which the day is divided into specific time periods for different subjects may not be the best methods for special needs students. Flexible scheduling which involves structuring regular routines that are familiar to the student in flexible time periods offers greater opportunities for individualization of instruction. In addition, flexible scheduling allows students the opportunity to work at their own pace and also provides opportunities for the teacher to work with small groups and/or individual students.

Room arrangement is also an important aspect of a flexible instructional program. The physical arrangement of the room can significantly influence a teacher's ability to implement individualized education programs which are advocated in P.L. 94-142. Providing space for learning centers, small groups, and individual learning stations (carrels) is very important. Specific space adaptations may be required depending on the nature

of students' handicapping conditions. Some students, particularly the visually impaired and physically disabled, have accessibility and mobility needs that may require specific adaptations.

An attractive room arrangement with learning centers can often motivate the special needs student to improve his/her skills. Attractively appointed learning areas with materials that appeal to minority students may include a reading skills center, listening stations, a media center, individual study carrels, and writing, mathematics, and science centers. In each of these centers, materials such as paper, pencils, books, tapes, and filmstrips should be labeled and organized so that they are readily accessible to handicapped students.

A room that is organized into learning centers will require the regular educator to plan and structure each area with regard for the academic levels, cultural constructs, and handicapping conditions of his/her students. Care should be taken to avoid placing the centers where the elements (for example, sunlight) would cause discomfort or distractions.

The regular educator should arrange the room so that there are large open areas for passage. This will enable handicapped children and the teacher to move freely and easily from group-to-group and station-to-station.

It is possible for handicapped students to work individually or in groups with other handicapped students within the mainstreamed settings. However, groupings and scheduling should be effected

to avoid the segregation of handicapped minority students from nonhandicapped white middle class students. Thus, the teacher will need to develop schedules that permit handicapped minority students and nonhandicapped students to work together at various activities in the classroom.

The use of learning centers and flexible room arrangement can be a boon to both the handicapped student and the regular teacher if the teacher plans the centers with the interest and abilities of the student in mind. In addition, the teacher must have in place a behavior management system that works effectively with all students in the classroom. (Behavior management will be discussed in Lecture III.)

Large-group Instruction

There are times in most classrooms when large group instruction is appropriate. Some such occasions are as follows:

- showing a film
- listening to a guest speaker
- dramatizing a story/play
- discussing a field trip
- demonstrating safety rules
- giving a directed learning activity in any subject in a way appropriate to the mix of students in the class

In using large group instruction as a teaching modality, the teacher should exhibit behaviors that she/he wishes students to acquire. He/she should teach in a way that includes handicapped children in a positive way. They may be asked to help the teacher by assisting in a demonstration, checking the papers of other students, and running the filmstrip projector or cassette player. Handicapped minority students should not be clustered together and set apart from nonhandicapped students.

Large group instruction provides the teacher with a vehicle for verbal and nonverbal feedback. She/he can survey the class and determine the extent to which the students in the class appear to be/feel a part of the whole class. Also large group instruction will indicate the commonality of interests, strengths, and weaknesses that may occur among students. For example, if many students have something to say on a specific topic, that topic can be explored further in other teaching/learning modalities.

All large group participants should be able to understand directions and read any printed materials which may be utilized. (If, however, it appears that some students do not know the vocabulary used, teach the vocabulary.)

The teacher should try to use techniques based upon eliciting or requesting responses from the entire group as a means of keeping the interest and involvement of every child. Bakley (1979) suggests that the teacher:

> have students make "yes and no" cards and then, ask the students to raise the "yes" card or "no" card in response.

This method can be used to diagnose the effectiveness of the instruction and to see which children will need reinforcement.

Lowenbaun and Affleck (1976) have identified guidelines for directed learning activities. They are as follows:

1) Focus on skills at the level of initial acquisition.
2) Provide instructional input on how to perform the skills.
    a) Be sure the child is attentive.
    b) Actively include the child in instruction.
    c) Use visual stimuli in addition to verbal instruction.
    d) Use consistent, simple vocabulary.
    e) Present information in a logical, organized fashion.
    f) Demonstrate the desired behavior.
3) Provide supervised practice of the new skills.
    a) Provide prompts or partial prompts when needed.
    b) Provide physical guidance when needed and appropriate.
    c) Fade out use of cues and prompts.
    d) Provide corrective feedback on performance.

The regular teacher can provide individualized follow-up activities that reflect the content of the large group activity and at the same time reflect the student's academic functioning.

Small-group Instruction

Small group instruction is especially beneficial to the mainstreamed handicapped child in the areas of both psychosocial (e. g. for example, self esteem) and cognitive functioning since activities provide the opportunity to meet individual needs and

thereby increase the child's opportunity for success. The following are small group instructional models: (a) ability grouping, (b) skills grouping, and (c) pupil teams.

Ability grouping is the most commonly used strategy for reading and math instruction. This technique allows the teacher to gear the instruction and materials to specific levels and thus, meet the needs of clusters of children within the classroom. There are limitations related to the use of this approach, however, since even with the division of pupils into smaller groups there remain within the smaller groups considerable variations in student abilities. Another drawback of ability grouping is that it negatively affects the self concepts of those pupils in the lowest functioning group or groups. (The teacher can offset some negative effects of low ability group membership by providing opportunities for these group members to interact on an equal basis with high ability students on projects related to the specific skill area). In addition, the teacher's tone and demeanor with this group impacts the way other students regard the group.

Skill groups are formed based on the skill development needs of specific children. For example, in the area of reading, groups might be based on vocabulary building needs or word attach skill needs. Skill groups may also be formed for work in using the dictionary, identifying prefixes, and other tasks. Because in this instance the specific skill is being considered, this

arrangement accommodates the varying needs of children, and therefore, does not call as much attention to differing functioning levels. Thus, this type of grouping is conducive for the integration of handicapped minority students and other students in the class.

Common interest grouping provides a good basis for small group instruction and the use of materials of differing levels. The handicapped minority student may be given a task within the group relative to his functioning level. Interest groups may also be formed in relationship to social studies and science projects or with regard to holiday activities in which the class may be participating. Interest grouping provides an opportunity for the handicapped minority student to individualize and particularize his/her interest without rigid conformance to a standard.

Pupil teams are an excellent device for review and reinforcement of concepts and information to which students have already been exposed. The teacher can assign handicapped minority students and nonhandicapped students to work as a team on specific reading tasks such as phonics games and word hunts in the dictionary or for games such as math bingo. Team work and participation by all members should be emphasized.

Individualization

Individualized instruction provides the teacher with the opportunity of meeting the specific individual needs of each student in the classroom. In an individualized reading program,

for example, the pupils may be guided toward selecting reading materials geared to their own levels and to their specific areas of interest. In utilizing this approach, the teacher periodically checks the student's progress through conferences and guides the students in the selection of further reading materials. Students can also be taught to check their own work.

The use of equipment such as cassette players, and the use of programmed instruction, record players, and filmstrip projectors are excellent for the implementation and support of an individualized instructional program. Most of these items may be used with headphones so as not to disrupt other activities which may be taking place within the classroom at the same time. Because individualized reading requires a great deal of self-direction and independent working ability, the mainstreamed student may have more difficulty fitting into this type program than the nonhandicapped student. Thus, the use of individualized reading instruction with handicapped students may require the teacher to circulate around the room and monitor the students on a daily basis so that they may be assisted as the need arises. This practice is necessary because some handicapped minority students whose frustration levels are low and who have experienced failure may just sit and dawdle instead of asking for help when they need it.

SUMMARY

With the help of support personnel and acquired competence in arranging time and space, selecting material, and meeting the environmental and instructional needs of handicapped minority students, the regular teacher can provide an appropriate education to students. Moreover, the provision of an environment in which the handicapped minority student grows socially and academically is one in which the interrelationship of the teacher, the environment, and the learner is harmonious.

The following chart shows desired characteristics of the teachers, environment, and learner.

	TEACHER	ENVIRONMENT	LEARNER
1.	Makes the subject matter relevant to the learner.	Subject matter is relevant to the learner.	Perceives subject matter is relevant to him.
2.	Perceives children and environment as nonthreatening to self.	Is nonthreatening to the learner.	Perceives teacher environment, and peers as nonthreatening to his self.
3.	Creates an environment which encourages the learner to be active and doing in the teaching-learning process.	Encourages learner to be active and doing.	Is active and doing in the teaching-learning process.
4.	Is honest and open.	Conducive to honest and open interaction.	Is honest and open.
5.	Interacts within the teaching-learning process both at the intellectual and feeling levels.	Encourages intellectual and feeling levels.	Interacts within the teaching-learning process both at the intellectual and feeling levels.

TEACHER	ENVIRONMENT	LEARNER
6. Feels accepted, involved, comfortable, respected, and competent within the teaching-learning process.	Promotes acceptance.	Feels accepted, involved, comfortable, respected, and competent within the teaching-learning process.
7. Enters into positive and cooperative relationships with children.	Encourages cooperative, positive relationships.	Enters into positive cooperative relationships with teacher and peers.
8. Evaluates himself and his own work.	Encourages self-evaluation.	Evaluates himself and his work.
9. Is accepting and trusting of children.	Creates atmosphere of trust.	
10. Is sensitively understanding of children.	Encourages sensitive understanding.	
11. Is flexible.	Promotes flexibility.	
12. Plans activities with children.	Encourages planning of activities with children and teacher.	
13. Accepts his own limitations.		

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CLASS III

BEHAVIOR MANAGEMENT

INSTRUCTIONAL PLAN - CLASS III

Behavioral Objective	Enabling Activity		Materials
	Teacher Education	Student	
1) The student will be able to describe the three levels on which behavior management systems can be structured.	• Lecture III	• Lecture III	1) Lecture III: Managing Behavior Problems in the Regular Class
2) The student will be able to list three types of behavior problems that special needs children may demonstrate.	• Filmstrip • Discussion Questions	• Filmstrip • Discussion Questions	2) Filmstrip: Handling Behavioral Problems (Teaching Resource Series - Approaches to Mainstreaming - Unit I)
3) The student will be able to give two alternative strategies for handling each of the types of behavior problems exhibited by special needs students.	• Filmstrip • Discussion Questions	• Filmstrip	3) Filmstrip: Handling Behavioral Problems

Discussion Questions

1. Working in small discussion groups, have each participant give examples of behavior of particular children in his/her class that indicate that they have "special needs." Ask the participants to see if the other members of the group agree based on their teaching experience.

2. Ask the participants to think about a learning experience that was frustrating for them, such as learning handwriting or a foreign language or learning to knit, ski, swim, play tennis, or drive. What were their feelings? What specific elements gave them difficulty? What was the outcome? Did they learn the task eventually? If not, why not? How do they think they could have been helped. How often do they do this activity? Do they do it well? Do they enjoy it? Then have them contrast this with a successful learning experience. What were their feelings? What aspects of the situation helped them learn?

OPTIONAL INSTRUCTIONAL PLAN - LECTURE III

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
		1) Write a one-page report describing how he/she would prevent misbehavior in his/her classroom.	
		2) Interview a teacher who works with special needs children. Have him/her talk about the types of behavior problems that he/she most frequently encounters.	
		3) Select and review a recently published article that discusses strategies for handling behavior problems exhibited by special needs students.	

LECTURE III

MANAGING BEHAVIOR IN THE REGULAR CLASS

Classrooms that nuture growth and achievement require that some system of behavior management be in effect which promotes individual growth for all students in the class. Classroom behavior is considered unacceptable if the teacher, principal, and/or school define it as deviant. Thus, a student's failure to conform to established and expected requirements is regarded as misbehavior and can include a wide variety of behaviors, from chewing gum to hitting another student.

Managing the behavior of exceptional students is an area of great concern for many regular teachers. They often fear the destructive behavior that may be characteristic of students with learning or emotional problems (Fagan and Hill, 1977). Nonetheless, there are a number of reasons why students might misbehave. Kolesnik (1970) cites several of them:

- attempts to satisfy personal or social needs
- the teacher and classroom conditions
- home, social, and cultural conditions

Teachers who understand that there are reasons for a student's misbehavior may be more receptive to student differences while still maintaining effective discipline in their classrooms (Kolesnik, 1970).

Teacher attitudes and prejudices play a significant role in his/her perception of inappropriate behavior exhibited by a student. Documentation exists which indicates that white teachers make significant distinctions between white and Black students when rating their behavior. Minority students, particularly

male minority students, may often engage in behavior that is unfavorably perceived by teachers.

Meyen (1978) addresses the fact that many minority group children are socialized differently and have different frames of reference from Anglo-Saxon children. Therefore, minority children come to the school learning environment with skills and competencies which are not always recognized or utilized effectively within the classroom setting. Many minority children are independent, assertive, and self-reliant. Teachers often interpret these characteristics as aggressive, hostile, or belligerent. Meyen feels that schools often fail minority children, since educators do not always respond to the needs, competencies, and strengths of such children.

Discipline in the classroom is necessary for both academic achievement and personal/social development. The way that classes are conducted markedly influences the capacity to accommodate children who have special needs. Handicapped minority children entering the class will require classroom settings structured to enhance their academic and social growth. For these students, effective classroom control and the effective management of behavior by educators can be achieved by well-structured planning.

Well-structured planning includes the use of behavior management systems. Behavior management systems that regular teachers can use effectively with handicapped minority students can be structured on three levels:

1) Prevention--which requires planning and structuring so that a minimum of teacher intervention is necessary;

2) Coping--which requires teachers to teach students that frustration is something everyone experiences and that there are ways to deal with it;

3) Direct Intervention or Corrective Measures--may be required even in the most carefully structured classroom where coping strategies are taught (Fagen and Hill, 1977).

Skill in observing and objectively describing student behavior will facilitate the successful implementation of any behavior management program. Teachers must avoid placing value judgments on observed behavior and recognize that behavior does not occur in a vacuum (Dent, 1976). The observed behavior is influenced by variables such as the handicapping condition, teacher and nonhandicapped student attitudes, and cultural constructs.

By using such behavior management strategies as prevention, coping, intervention, and those discussed in the filmstrip *Handling Behavior Problems*, regular educators will be able to provide an environment that encourages the positive growth of all students.

[Show the filmstrip, *Handling Behavior Problems*. Discussion questions are provided as a followup activity after viewing the filmstrip.]

DISCUSSION QUESTIONS

1. Working in small discussion groups, have each participant give examples of behavior of particular children in his or her class that indicate that they have "special needs." Ask them to see if the other members of the group agree based on their teaching experience.

2. Ask the participants to think about a learning experience that was frustrating for them, such as learning handwriting or a foreign language or learning to knit, ski, swim, play tennis, or drive. What were their feelings? What specific elements gave them difficulty? What was the outcome? Did they learn the task eventually? If not, why not? How do they think they could have been helped? How often do they do this activity? Do they do it well? Do they enjoy it? Then have them contrast this with a successful learning experience. What were their feelings? What aspects of the situation helped them learn?

NAME_____ DATE_____

PROFESSOR_____

STRUCTURING THE LEARNING CLIMATE FOR
MINORITY HANDICAPPED STUDENTS

POST-ASSESSMENT

DIRECTIONS: For each numbered item there is a lettered set of alternative answers or completions. Select the BEST ONE for each item. Circle your response.

1) Which ONE of the following behavioral problems is NOT exhibited by special needs students?

a) distractibility
b) hyperactivity
c) ability level
d) short attention span

2) Which ONE of the following factors DOES NOT contribute to a student's sense of security and development of a positive self-concept? The teacher's:

a) refraining from diminishing the student's status in the presence of peers.
b) interacting with the student in a manner that exhibits respect.
c) allowing nonhandicapped students to sit apart from handicapped students.
d) saving students from extremes of humiliation.

DIRECTIONS: For each numbered item, supply the correct response.

3) The levels on which behavior management systems can be structured are:

a) _____, b) _____,

and c) _____.

4) Strategies to promote positive interaction between handicapped minority students and nonhandicapped students are:

a) _____, b) _____,

and c) _____.

5) Three alternative behavioral strategies that could be used with a distractable child are:

a) _____, b) _____,

and c) _____.

ESSAY

6) Discuss how teacher attitudes affect student-student interaction in the classroom.

7) Discuss specific adaptations relative to physical environment, materials, and teaching strategies that teachers need to make to provide a learning climate conducive to the social and intellectual growth of handicapped minority students.

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National Education Association, 1978
Film #5, Classroom Climate and Student Motivation

MEDIA

Science Research Associates

Interaction in the Multi-cultural Classroom Film Series
(16MM)

OVERVIEW

AGGRESSIVE BEHAVIOR

WITHDRAWAL BEHAVIOR

COOPERATING BEHAVIOR

RECIPROCATING BEHAVIOR

SUPPORTING BEHAVIOR

CLOSING BEHAVIOR

APPENDIX

Mainstreaming and the Minority Child: An Overview of Issues and a Perspective*

Reginald L. Jones and Frank B. Wilderson, Jr.

After years of uncertainty there currently exists widespread interest in the minority group child in special education school settings. Several recent events have contributed to this new level of interest in such children. At least one such event is political; others are professional. The political climate in the middle to late 1960's supported self definition on a number of socio-cultural fronts and made it possible for hithertofore silent minorities to dare to vocalize their dissatisfaction with the social, political, economic and educational institutions of this country. Such feelings came into stark conflict with the popularly articulated views about minority individuals. Most suppressed groups in our society gained a measure of confidence and a new sense of being, and in so doing sought to cast off all vestiges of oppression, whether in the schools, in the work place, or in the larger society.

On the professional front, changes were taking place in the nature of conceptualizations about mildly handicapped children. Formulations which likened the nature of school learning problems to disease, as in the medical sense, were rejected. In its place were substituted conceptualizations which emphasized the learned nature of problems associated with most school difficulties. Moreover, the fact that influences outside the individual conceivably could exacerbate if not actually "cause" the problems of concern were also highlighted. Thus inappropriate tests, poorly trained teachers, an irrelevant curriculum, and a failure to understand the intersection of cultural differences and learning problems could be as much to blame for the "learning problems" as the characteristics and "deficits" of the children themselves, who typically were labeled emotionally disturbed, learning

*Discussion in the present volume is limited to American Indian, black, and Mexican American children, though it is hoped that the material presented herein will generalize as well to other racial minority groups affected by mainstreaming.

HO 1-1

disabled, or educable mentally retarded, and educated in self contained special classes.

In the wake of these new conceptualizations and as a consequence of the general political and social climate referred to above, movement toward the education of mildly handicapped children in regular rather than self contained special classroom settings (mainstreaming) has become the order of the day.

The present volume has as its specific focus a treatment of mainstreaming as it relates to the education of minority group children. The contents of its 16 chapters range from reasons for mainstreaming, particularly as minority children are affected, to the evaluation of mainstream programs. The perspectives of those affected by mainstreaming are also highlighted. Most attention, however, is given to adjustments which need to be made in assessment and curriculum practices if equality of educational opportunity for minority group children is to be ensured.

Mainstreaming: A Definition

In the most general sense, mainstreaming refers to the process of educating handicapped children in regular classrooms. The formal definition of mainstreaming adopted for the present volume is the following:

> Mainstreaming refers to the temporal, instructional and social integration of eligible exceptional children with normal peers, based on an ongoing individually determined educational planning and programming process and requires clarification of responsibility among regular and special education administrative instructional and supportive personnel. (Kaufman, Gottlieb, Agard, & Kubic, 1975)

In addition to the above, as suggested by MacMillan et al. (1976) the following elements are added:

1. The children being mainstreamed must be enrolled in a regular class or program roster and spend half or more of their time with that regular class or program.

2. The regular class teacher or teachers, regardless of any shared responsibility with other professionals for programing for the child, must be primarily if not exclusively accountable for the child's progress.

3. No categorical labels or classifications can be applied to any mainstreamed child; this is so for such formerly labeled but decertified EMR or other once segregated children as well as for those never previously labeled or segregated.

4. Mainstreaming is delimited to the educational service for children with learning handicaps where the handicaps are not so severe as to preclude the identification for and placement with a regular class or program.

There has been movement in the direction of mainstreaming for more than a half century. Indeed, Reynolds (Note 2) in describing developments leading to mainstreaming has called attention to progressive inclusion as a construct which describes activity in this area. That is, from the late 19th century, during which handicapped children were placed in residential institutions, to the present era, all developments have led progressively to the integration of handicapped children with their peers. It should not be thought, however, that progressive inclusion of handicapped children in mainstream settings has occurred voluntarily. Far from it. Minority group members, in recent years at least, have been deeply involved in pressing the case for mainstreaming through legal action and through indirect means at local levels.

Minority Group Concerns

From the perspective of minority group members, self-contained special classes were to be indicted on several counts, including but not limited to beliefs (a) that minority group children were overrepresented in special classes, particularly for the mentally retarded; (b) that assessment practices are biased; (c) that special education labels are stigmatizing; and (d) that teachers hold negative attitudes towards the potential of minority group children. These views, reinforced by professional special educators in some instances, have served to highlight for many minority parents and professionals the view that institutionalized racism is part and parcel of educational practice.

Overrepresentation of minority group members in self contained special classes. A primary concern has been the overrepresentation of minority group children in self contained special classes—particularly those for the mentally retarded. In an intensive study conducted in one school district, for example, Mercer (1973) reported that the rate of placement of black children in special classes was three times greater than would be the case on the basis of their numbers in the population at large. Mexican-American children were placed at a rate that was four times larger than would be expected. The magnitude of overrepresentation by minority group children in Mercer's study sample may be viewed somewhat differently by studying the absolute number of children enrolled in special classes. Of 1268 Anglo children in the total sample, only 23 (1.8 percent) were enrolled in special classes for EMR children. On the other hand, 16 of 124 (12.9 percent) black children

were enrolled in classes for EMR children and 32 (18.6 percent) Mexican-American children were enrolled in special classes out of a total of 172 in the sample. On the basis of these data, black children are 7 times as likely and Mexican American children 10 times as likely as Anglo children to be placed in special classes.

Recent comprehensive data for the same state (Simmons & Brinegar, Note 3) revealed that blacks comprised 8.9 percent of students enrolled in California public schools but constituted 25 percent of students enrolled in special classes for the educable mentally retarded (EMR). Spanish surname students, who represented 15.2 percent of the public school enrollees, constituted 23.0 of those in special classes for EMR's. On the other hand, Anglos constituted 72.4 percent of the total school population but only 50 percent of those in classes for EMRs.

On the basis of actual data, then, allegations that minority group children are overrepresented in special classes for the mentally retarded have some basis in fact. A question of some interest is why this is so. Among the several important factors that obviously are implicated are the types of rules and regulations drawn up by school systems for referral of children to special services, the type of consultation given by psychologists, and teacher ignorance of factors that influence learning among various social class and ethnic groups. In addition to the above, there is general agreement that biased tests and a host of factors related to assessment practices are also implicated.

Assessment practices. The belief is widely held that the disproportionate numbers of minority group children in special classes is a result of biased assessment practices. Bias is thought to enter at three points: (a) at the content level where decisions are first made about what items to include in a test, (b) at the level of standardization where decisions are made about the population for whom the test is appropriate, and (c) at the point of validation, where efforts are undertaken to determine whether or not tests accomplish what they have been designed to accomplish. These issues and concerns are treated comprehensively in Part II of the present volume. It will suffice to note here that concerns about the adequacy of tests used in screening minority children for special education placement have been an important contributor to the mainstreaming movement.

Impact of labels. The negative effect of various labels on the minority child has also been a source of concern. At issue is the belief that many special education labels are stigmatizing, affect negatively children's self concepts, and doubly penalize minority group children who already are discriminated against by virtue of their racial or ethnic identity and who now must endure a stigmatizing label as well. While empirical findings have not demonstrated long term effects on achievement and adjustment, a body of literature has been accumulating on the stigma experienced by children labeled retarded. In an early study, for example, Jones (1972) asked black children about their reactions to certain special education terms. According to the children's perceptions, mentally retarded, lower class, culturally deprived, culturally disadvantaged, and a slow learner are negative characterizations. The responses given above were from students enrolled in regular classes. The extent to which children report stigmatization as a function of special class placement has been investigated also. Study of the responses given by 79 mostly black high school students enrolled in special classes for the educable mentally retarded in three midwestern cities revealed that most respondents indicated that the regular class was the preferred administrative arrangement (Jones, 1973).

Thus, although there is no proof of the long term damage to individuals in special classes as a function of being labeled mentally retarded (MacMillan, Jones, and Aloia, 1974), there is considerable evidence of the distaste and embarrassment felt by children so labeled and placed. This should be sufficient to justify the concern which has been expressed by minority group members. Issues of labeling and classification have been treated comprehensively by Hobbs (1975) and these volumes are recommended to persons wishing to explore these topics further.

Teacher attitudes and expectations. Even though never made explicit, the belief exists that teacher attitudes play a large part in the achievement of minority group children who are expected to achieve poorly and consequently to require special educational placement. A consequence of these attitudes, it is reasoned, is a disproportionate number of minority children in self contained special classes for the mentally retarded. Most often cited in support of the hypothesis that teacher attitudes and expectations influence student achievement is the work of Rosenthal and Jacobson (1968) on the "self fulfilling prophecy," the essential underlying notion that teacher expectations about pupil performance can actually influence that performance. Given the methodological shortcoming of the study (Barber & Silver, 1968a, 1968b; Thorndike, 1968) such inferences are inappropriate. Data do exist, however, to support the view that teachers hold negative attitudes toward minority children. In one study of teacher attitudes in a large school district for example, Corwin and Schmit (1970) found that up to 70 percent of the teachers in the lower SES schools expressed the belief that their pupils' motivation was low, a view which was soundly refuted by actual study of the school attitudes of pupils in the district (Jones, 1968). In interviews with a national sampling of

teachers in urban public schools, Herriott and St. John (1966) reported that the lower the SES of the schools the smaller the proportion of teachers who held favorable opinions about the motivation of their pupils.

The above studies and others provide support for the view that teacher attitudes toward minority children are indeed negative in many instances and, along with other attitudes and practices, may be a factor in the disproportionate numbers of minority children placed in special classes since pupils whose motivations are thought to be low, or who are thought to have a low aptitude for learning probably are thought to benefit from special rather than regular class instruction.

Institutional racism. A thread running through concerns expressed by minority group members is that special education practices serve to highlight institutional racism. Johnson (1969) put the matter bluntly: "The message is clear: special education . . . suffers from obsolete, racist conceptions of deviance and unjustifiable ways of cooling children out . . ." (p. 250). However, special education practices do not stand alone. They are joined, in the school context, by a host of additional and related problems, including (a) ability grouping which stops short of special education placement in which minority group students are often placed in the lowest tracks, (b) racist teachers and administrators, or those perceived to be so, (c) proportionately few minority teachers and administrators, (d) a curriculum which fails to give appropriate attention to the history and culture of minority groups and (e) a curriculum focus upon Anglo middle class values based on the Protestant ethic.

In the light of the problems enumerated above, it is highly unlikely that mainstreaming will solve all of the difficulties of minority children in public schools—those inappropriately placed in special classes or those appropriately placed in regular classes. Indeed, minority parents have long held concerns about the mainstream and are justifiably concerned about mainstream programing. It is apparent that mainstreaming is not a panacea for the education of minority group children, since regular education has yet to demonstrate adequate capability for individualizing instruction even for majority group students who have been for many years its major clientele. There is good reason to believe, however, that as issues related to inappropriate assessment and placement are resolved, and as curricula are made more appropriate for minority children—mainstreamed and others—that the mainstream will provide a more suitable educational environment for all children.

Minority group response. The belief that special class placement was harmful to their children has led to a number of lawsuits by minority parents. These actions were designed to bring about changes in special education practices. Among the several now well known lawsuits initiated by parents are *Hobson* v. *Hansen* which involved tracking in the Washington, D.C. public schools (black plaintiffs), *Diana* v. *The State Board of Education in Northern California* which concerned the improper placement of a Mexican American child in classes for the mentally retarded on the basis of inaccurate psychological tests, and *Larry P.* v. *Riles*, a similar case involving blacks. These cases, and others, are treated in Abeson's chapter in the present volume, and are referred to here to provide an early introduction to the extent of minority parent concerns about special education practices and the actions which they have taken in response to their concerns.

Mainstreaming and the Special Educator

Special educator concerns. As early as 1962 Johnson had called attention to the questionable benefits of special classes for the mentally retarded. His concerns however were based on the lack of achievement of special class children despite the fact of smaller class size, a special curriculum, and specially trained teachers. Johnson did not address the fact of an overrepresentation of minority group children in special classes. It remained for Dunn (1968), in a classic paper, to bring together not only issues related to the absence of demonstrable benefits associated with self contained special classes, but also the fact that minority group children were overrepresented in such classes.

Dunn wrote as follows:

> A better education than special class placement is needed for socioculturally deprived children with mild learning problems who have been labeled educable mentally retarded. . . . The number of special day classes for the retarded has been increasing by leaps and bounds. The most recent 1967-68 statistics compiled by the US Office of Education now indicate that there are approximately 32,000 teachers of the retarded employed by local school systems—over one-third of all special educators in the nation. In my best judgment about 60-80 percent of the pupils taught by these teachers are from low status backgrounds— including Afro-American, American Indians, Mexicans, and Puerto Rican American; those from nonstandard English speaking, broken, disorganized and inadequate homes; and children from other non-middle class environments. This expensive proliferation of self contained special schools and classes raises serious educational and civil rights issues which must be squarely faced. It is my thesis that we must stop labeling these deprived children as mentally retarded. Furthermore we must stop segregating them by placing them into our allegedly special programs. (pp. 5-6).

While the Dunn paper stirred the nascent doubts about special class placement held by minority group parents and special educators, it was Johnson (1969) who articulated these concerns from a minority perspective. Johnson wrote:

> I am suggesting that the educational system has failed in its responsibilities to Black Americans. What, then, about special education, which has long been involved in educational endeavors in inner cities? Its Black clientele has been labeled delinquent and retarded, thus helping the general educational enterprise to avoid some of the responsibility for its failure to adapt to individual and collective needs. Basically, this labeling process imputes a lack of ability or a lack of values and behavior which are acceptable to the schools. Recent sophistication in labeling has added such terms as learning disability, slow learner, learning and adjustment problems, and conduct disorder to the more shopworn phrases such as mentally retarded and emotionally disturbed. The rule of thumb for Black children is: IQ below 75 = learning problem or stupidity; IQ above 75 = behavior problem or crazy.
>
> The latest attempt at system maintenance is the generation of data to show Blacks may actually be genetically less intelligent and therefore less able to learn. . . . Special education is implicated for it has cheerfully accepted the charge with little or no scrutiny of either the faulty conception upon which IQ is grounded or the socio-cultural environment of its clientele.
>
> Special education has continued blithely initiating special classes, work study programs, resource rooms, and other stigmatizing innovations which blame the *victim*, Black child for the failure of the dominant educational system. (p. 244)

Expressions of concern were not limited to blacks. In a 1970 paper the Association of Mexican American Educators (Moreno, Note 1) recommended:

> That school districts place Mexican Americans in special classes (for both the gifted and the retarded) at the *same proportion* (or percent) that the school districts are placing majority children in special classes.

Mexican American educators were sensitive to the potential controversial nature of their proposal and therefore included a section entitled "problem areas." Two excerpts from this section are the following:

> School districts will claim that it is possible that some very needy child will be *excluded* from special education. We must remember that we are willing to take the chance that some children may be *excluded* from the program, but that the risk of a few children is far superior than living with a system that is *misplacing thousands* of our children every year.
>
> School districts may accuse Mexican Americans of playing the numbers game. Yes, we are playing the numbers game, because that is the fuel of the day, i.e., Philadelphia Plan, etc. (p. 5)

There is some evidence then, from several sources, that special educators have not been insensitive to problems of minority group children in special classes, and in some instances have written persuasively on the problems.

Research on mainstreaming. A final note concerns the need to give attention to research and to divergent perspectives on the mainstreaming call. There is general agreement that issues leading to the integration of minority children into regular classrooms are larger than the special or mainstreamed education of handicapped learners; they are a part of a massive shift in the public philosophy about the place and the rights of women, minority groups, and institutional residents. Abetted by civil rights class action suits, there has been an acceleration of the changes that had been occurring right along, particularly since *Brown* v. *Board of Education*, the landmark Supreme Court determination in 1954.

Given this climate it is not surprising that little attention has been given to research and writing which call attention to problems in the conceptualization of mainstream programs (Martin, 1974; MacMillan, Jones, & Meyers, 1976), the bases of environmental support for such programs (Melcher, 1972; Sosnowsky & Coleman, 1971) or writings which question the conclusiveness of data used to support key mainstreaming assumptions, e.g., the impact of labels (MacMillan, Jones, & Aloia, 1974), the inadequacy of the self contained class MacMillan (1971) or bias in assessment (Sattler, 1973; Meyers, Sundstrom, & Yoshida, 1974). If a comprehensive and accurate picture of mainstreaming is to be obtained, as much attention needs to be given to divergent ideas and findings as to those which support obvious biases. This view was articulated recently by Martin (1975) who expressed his thoughts on current mainstreaming practices and directions. Martin's sentiments bear repetition in the present context:

> We cannot keep silent about some of the lies in our present system—the failure to provide services, the poor facilities, the failure to identify learning problems, the failure to move children out of institutions or out of special programs into regular settings.
>
> But we must also avoid those well intentioned lies that ignore the weaknesses in a well intentioned system because we are afraid that exposure will hurt our cause. We should not allow our belief in the promises of mainstreaming to cause us to be silent if we see faults in the application. With the newly recognized rights of children to the education we offer, there must be an equal responsibility to see that those rights are truly fulfilled. (p. 153)

Organization of Volume

In the sections following most of the concerns enumerated earlier will be touched only incidentally under the assumption that arguments developed to support the mainstreaming philosophy have been well stated. The present need is to develop conceptualizations which point the direction for change. This means that we have little need for additional writings on the inappropriateness of tests for use with minority children; regular teachers do not need to be berated for their lack of familiarity with important elements of minority cultures and life styles; school administrators do not need to be told that evaluation involving minority children will be difficult. Rather, the need is for conceptualizations, strategies, and techniques which will be useful to those who assess, teach, and evaluate minority children placed in mainstream settings.

The intention of the present volume is to make a modest effort to provide such information. It should not be considered a handbook, however. It is our view tht attempts to provide a comprehensive catalog of techniques for the instruction or appraisal of minority group children are bound to fail for at least three reasons: first such an effort would be unwieldy, requiring many volumes; second, important syntheses would be difficult to achieve, and third, such an effort might imply that our knowledge base is sounder than is in fact the case. It is unfortunately true that while many suggestions, principles, strategies and techniques for integrating minority children in mainstream settings can be given, few have been subjected to careful scrutiny and evaluation.

Three papers in Part I provide elaboration on issues raised in this present introductory chapter. Abeson (Legal Forces and Pressures) provides a comprehensive discussion of legal issues within the wider context of racist, sexist, and other prejudicial motivations and practices. The meaning of the right to education suits, and the concepts of due process of law and least restrictive environment are clearly presented and analyzed.

Parental perspectives on mainstreaming and suggestions for parents of mainstreamed children are presented by Morton and Hull (Parents and the Mainstream), while Oden (Desegregation and Mainstreaming: A Case of *déjà vu*) shows the close relationship between issues of mainstreaming and those of school desegregation. This paper and the one by Abeson highlight the important intersection between issues surrounding mainstreaming and larger concerns related to equality of educational opportunity.

Issues related to assessment are covered in Part II. In the first paper (Problems and Issues in Assessment of Minority Group Children) Samuda presents an overview of fundamental issues in testing minority group children with particular attention given to causes of test abuse. In the papers following, Dent (Assessing Black Children for Mainstream Placement) discusses concerns unique to the psychoeducational assessment of black children, while DeAvila (Mainstreaming Ethnically and Linguistically Different Children: An Exercise in Paradox or a New Approach?) presents a similar discussion for children for whom English is a second language. All three authors give attention to important and necessary background information but they also offer a variety of suggestions for improving assessment practices: Samuda concludes with guidelines and alternatives to the use of norm-referenced tests, while Dent presents guidelines for a system for the educational assessment of black children. DeAvila presents extensive information on the PAPI system (Program Assessment/Pupil Instruction), an instructional program based on diagnostic/prescriptive procedures.

The focus of Part III is upon curriculum issues and teaching strategies. Dabney (Curriculum Building and Implementation in Mainstream Settings: Some Concepts and Propositions) makes explicit the value assumptions relevant to principles of curriculum building in the general case, and invites consideration of a number of propositions that are prerequisite to planning curriculums for the education of minority group children in mainstream settings. Papers by Pepper (Teaching the American Indian Child in Mainstream Settings), Johnson (Mainstreaming Black Children), and Castaneda (Cultural Democracy and the Educational Needs of Mexican American Children) treat specific curriculum adaptations necessary for the mainstream education, respectively, of American Indian, black, and Chicano children. These carefully prepared papers present not only conceptual frameworks for necessary curriculum development but they also give useful curriculum strategies and instructional techniques as well. These papers were prepared with the view that school people desire specific knowledge and techniques to facilitate mainstreaming, not platitudes and rhetoric.

Evaluation of mainstream programs is treated in Part IV. Gottlieb, Agard, Kaufman, and Semmel (Retarded Children Mainstreamed: Practices As They Affect Minority Group Children) draw from the data of Project PRIME (the large scale study of mainstreaming in the Texas schools) to provide a variety of descriptive data on mainstream classrooms, the extent of integration, and factors that appear to be related to decisions to integrate Anglo, black, and Chicano students who had been classified as mentally retarded. Yoshida, MacMillan and Meyers (The Decertification of Minority Group EMR students in

California: Student Achievement and Adjustment) evaluate the effects on school achievement and adjustment of the return to regular classes of minority children who had been classified as educable mentally retarded. This investigation, like that of Gottlieb et al., points to the range of variables that need to be considered in evaluating mainstreaming programs and highlights a number of difficulties attendant to evaluation efforts. In the final paper of the section, Jones (Evaluating Mainstream Programs for Minority Children) presents guidelines and caveats for program evaluation.

Section V contains two papers. In the first, Young presents a case study of mainstreaming in the Philadelphia, Pennsylvania public schools (Mainstreaming and the Minority Child: The Philadelphia Experience). This paper summarizes the promises and problems of mainstreaming as it affects minority children in a large urban school district, and places mainstream programs in their appropriate political, sociological, and educational contexts. The final paper (Summary: Some Propositions), gives an overview of the entire volume, and draws conclusions and generalizations from all papers published herein.

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THE ATTITUDES OF REGULAR CLASSROOM TEACHERS TOWARD MAINSTREAMING SCALE

Put an X on top of the response which most accurately represents your current opinion about the statement. There are no correct answers.

Key: SD Strongly Disagree N No Opinion A Agree
D Disagree SA Strongly Agree

1. I believe that placing a handicapped student in a typical classroom would damage the student's self-concept.	SD	D	N	A	SA
2. A handicapped child will be motivated to learn in a regular classroom.	SD	D	N	A	SA
3. As a result of placement in a regular classroom, a handicapped child will develop a more positive attitude toward school.	SD	D	N	A	SA
4. Placement of a handicapped child in a regular classroom will likely result in his becoming socially withdrawn.	SD	D	N	A	SA
5. I think that the integration of handicapped students into the regular classroom will harm the educational achievement of average students.	SD	D	N	A	SA
6. The experience of being in a regular classroom will increase the chances of a handicapped child attaining a more productive and independent place in society.	SD	D	N	A	SA
7. Given my current understanding, I believe that "mainstreaming" will benefit the teacher as well as all children.	SD	D	N	A	SA
8. Assignment of a handicapped child to a regular classroom is a wise administrative decision.	SD	D	N	A	SA

"Attitude toward Mainstreaming." Dean's Grant, the University of Arkansas.

The Directions for Administration of the Interaction Preference Form

1. Today I am going to ask you to indicate on your paper the name of a classmate with whom you would like to share certain activities. We all work better when we have the opportunity to work with someone we get along with well. I am gathering this information to find out who in this class would work well together. I hope you will be completely honest. No other student will know whom you have chosen.

2. Hand out preference forms with questions similar to those we have indicated.

3. At the top of this form, write the names of three classmates you would like to work with in school if you had a free choice.

4. Write in the middle of your paper the names of three classmates that you would like to be with during breaks. You may write down any or all of the three names used previously.

5. Next write the names of three classmates you would like to sit near in school if you had a free choice. You may write any or all of the names previously used.

6. At the bottom of this form write the names of classmates with whom you would not like to work.

After the students have made their choices, the teacher can tabulate the results. Any reasonable status categories may be used to determine the sociometric status of any specific student, for example:

Star: One who was chosen fourteen or more times by his classmates.

Above average: One who received from none to thirteen choices.

Below average: One who was chosen between three and eight times.

Neglected: One who was chosen less than three times.

These numbers are based on an average classroom enrollment of between twenty-eight and thirty-five and may be changed proportionately depending on the size of the class.

From: Gearheart, B.R. and Weishahn, M.W. The Handicapped Student in the Regular Classroom, St. Louis: C.V. Mosby, 1980.

HO I-3b

PUPIL-PUPIL
INTERACTION PREFERENCE FORM

Name: _____

In working on a project I would like to work with:

1. _____
2. _____
3. _____

During breaks I would like to be with:

1. _____
2. _____
3. _____

I would like to sit next to:

1. _____
2. _____
3. _____

I would not like to work with:

1. _____
2. _____
3. _____

AVAILABILITY, USABILITY, AND DESIRABILITY OF INSTRUCTIONAL MATERIALS AND MEDIA FOR MINORITY HANDICAPPED STUDENTS

Elwood Bland, M.S.
Bureau of Education for the Handicapped
U.S. Office of Education

David A. Sabatino, Ph.D.
Robert Sedlak, Ph.D.
Southern Illinois University at Carbondale

Les Sternberg, Ph.D.
Lamar University, Beaumont, Texas

From: The Journal of Special Education, 1979, 13, 157-167.

TEACHER, ENVIRONMENT, LEARNER CHARACTERISTICS

TEACHER	ENVIRONMENT	LEARNER
1. Makes the subject matter relevant to the learner.	Subject matter is relevant to the learner.	Perceives subject matter as relevant to him.
2. Perceives children and environment as non-threatening to self.	Is nonthreatening to the learner.	Perceives teacher environment, and peers as non-threatening to his self.
3. Creates an environment which encourages the learner to be active and doing in the teaching-learning process.	Encourages learner to be active and doing.	Is active and doing in the teaching-learning process.
4. Is honest and open.	Conducive to honest and open interaction.	Is honest and open.
5. Interacts within the teaching-learning process both at the intellectual and feeling levels.	Encourages intellectual and feeling levels.	Interacts within the teaching-learning process both at the intellectual and feeling levels.
6. Feels accepted, involved, comfortable, respected, and competent within the teaching-learning process.	Promotes acceptance.	Feels accepted, involved, comfortable respected, and competent within the teaching-learning process.
7. Enters into positive and cooperative relationships with children.	Encourages cooperative, positive relationships.	Enters into positive, cooperative relationships with teacher and peers.
8. Evaluates himself and his own work.	Encourages self-evaluation.	Evaluates himself and his work.
9. Is accepting and trusting of children.	Creates atmosphere of trust.	
10. Is sensitively understanding of children.	Encourages sensitive understanding.	

TEACHER	ENVIRONMENT	LEARNER
.1. Is flexible.	Promotes flexibility.	
12. Plans activities with children.	Encourages planning of activities with children and teacher.	
13. Accepts his own limitations.		

Spinazola, C., Application of the Diagnostic Teacher Model to Social Emotional Development. In Ward et al., Diagnostic Teaching of Pre-School and Primary Children, 1973, pp. 392-93.

HO II-3
OPTIONAL

ASSESSMENT OF CLASSROOM

LEARNING ENVIRONMENT

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Instructions for Use of the ACLE Scale for Needs Assessment

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The ACLE (Assessment of Classroom Learning Environment) Scale is a useful instrument for several purposes: 1) in planning in-service training for regular class teachers; 2) in helping the faculty of an entire school in assessing their implementation of principles of individualized education; 3) in helping individual teachers decide upon areas in which they would like to try for professional development; 4) in presenting an image of a "mainstreamed" school. The ACLE is not designed, nor should it ever be used, as an instrument to evaluate teacher performance.

The Scale consists of 16 sub-scales addressing a variety of factors significant in developing an overview or profile of classroom learning environments. Each sub-scale is made up of five (5) descriptors, sequentially arranged from "1" to "5" in order of increasing desirability. By reading all sub-scales in the "5" level one has a description of a class which shows a very high degree of power to accommodate exceptionality.

The attached summary sheet provides a convenient way of summarizing observations which teachers make of their own classrooms. One or more classrooms may be described on the same summary sheet.

ACKNOWLEDGEMENT: The original idea for this scale came from Barry Dollar and Susan Dollar who used a similar system as part of their LOFT (Learning Opportunities for Teachers) System. Robert Prouty contributed ideas for several of the scales and for use of the scale in teacher education. A discussion of the scale, including related literature, is included in Reynolds, M. C. and Birch, J., Teaching Exceptional Children in All America's Schools, Reston, VA: The Council for Exceptional Children, 1978.

Summary Needs/Interests Assessment

Sub-Scale Topic	Present Level of Learning Environment				
	1	2	3	4	5
1. Space/Facility Accommodation					
2. Teaching-learning Settings					
3. Degree of Structure					
4. Social Environment					
5. Control/Responsibility for Environment					
6. Classroom Management					
7. Rate					
8. Content (Curriculum)					
9. Instructional Methods					
10. Materials					
11. Recognizing/Appreciating Cultural Differences					
12. Evaluation					
13. Affective Education					
14. Teaching Arrangements					
15. Child Study Process					
16. Parent-Teacher Interaction					

Teaching-learning Settings

_____1. Desks of uniform design are placed in neat rows and columns, all facing a teacher's desk.

_____2. Desks of uniform design are placed in neat rows and columns, all facing in the same direction; at least one "special interest center" is added.

_____3. Students in desks or at tables which are not in row-by-column arrangements and which interact with variously spaced interest centers.

_____4. Instructional space is complex, involving a variety of learning centers and varieties of ways by which students may locate themselves.

_____5. Instructional space is divided into a variety of areas or learning centers which include room for both materials and students. Areas outside of the classroom, both within the school and in the larger community, are used with significant frequency and in organized ways.

Space & Facility Accommodations to Physical Impairments

_____1. The classroom (a) is essentially untreated for sound; (b) access involves difficult elevation and entry problems for students in wheelchairs; (c) has no amplification devices; and (d) has no partitioned areas for small group work; (e) movement to washrooms, lunch rooms, and other essential areas is difficult for the orthopedically or visually impaired students; (f) space is very limited--thus, inflexible; (g) storage space is almost totally lacking in classroom.

_____2. At least four of the seven limitations (a through g, above) are characteristic of the classroom spaces.

_____3. General architectural accommodations (elevation changes) have been managed, but internal spaces are essentially untreated and inflexible.

_____4. Basic architectural accommodations are adequate. Classroom and other spaces are generally adequate in size, and sound treatment is adequate; but storage, furniture, and flexibility of space are significant problems.

_____5. The classroom is carpeted and/or otherwise treated effectively for sound control; access and entry present no problems for any student; storage, flexible partitioning possibilities, sound amplification, varied furniture, and like matters are provided adequately.

Recognizing and Appreciating Cultural Differences

_____1. Instruction proceeds with little or no explicit recognition of cultural differences. The majority values and styles dominate the scene.

_____2. Special arrangements for remedial work are made for students who may have second language problems or who have different developmental patterns and learning styles associated with race or ethnicity. Teachers may have had required human relations training.

_____3. Special projects oriented to needs of minority students are arranged to supplement the regular school program: such as special pre-school language classes, bilingual youth advocates, or special units or Native-American education or black studies.

_____4. Efforts are made to go beyond special projects and to redesign the basic curriculum to include valid elements from all relevant cultures--so that all children can feel that both their past and their future are given studied and valued consideration.

_____5. Content, materials, and methods of instruction are made meaningful to poor and minority group children as well as to all others; the commitment to cultural pluralism is real, especially as reflected in curriculum. Both students and parents from minority communities feel engaged and well understood in the school situation; they feel as equals among equals. Aesthetic experiences of the school include samples from all cultures represented by the school

Control of and Responsibility for Environment

_____1. Each individual class and the school is a role-governed operation; with rules based almost totally on the teacher's "police" power and competencies.

_____2. Students share occasionally in discussion of how the school environment shall be managed. A degree of "consent of the governed" is achieved.

_____3. Formal arrangements are made for the regular involvement of students in governance--as in student-government, student-management of classroom materials, weekly class meetings, or the like.

_____4. Individual students and groups of students are given special training and responsibility for management of much of the school environment and processes. Included are technical matters such as running audio-visual machines, administering of competency exams, orienting new students, showing the school to visitors. In addition, training may be included in counseling skills (listening, reinforcing, etc.) and other aspects of interpersonal and group behavior.

_____5. Students share significantly in the governance (policy-making and administration) of their classes and school. Their obligations run to other students as well as to school officials; they are expected to help make the learning environment productive. They receive instruction where necessary to help them take responsibilities. The teacher shares in all of this as well, but gives particular attention to instruction for constructive initiatives and "autonomy" by students.

Social Environment

_____1. Students are expected to work essentially alone as far as instructional tasks are concerned. Student-student relationships tend to be nonsharing, even competitive. The teacher rewards individual performance and seems nondeliberate about group processes.

_____2. Students work mainly in isolation, but occasionally in small groups. The teacher praises and supports friendly interactions, but no systematic provision for education in group processes is provided. Evaluation tends to be individually-oriented and to encourage competition.

_____3. Students work in small groups frequently and must share materials. All records are individual. Students are expected to learn to work with each other, but goals are nonspecific.

_____4. Students are clustered so that they can interact freely. Some group projects are assigned with considerable frequency. Group projects are evaluated informally, but grade records emphasize individual achievements. Social skills are valued.

_____5. The development of positive social skills and attitudes is one avowed objective of the teacher. Students are expected to interact and share with each other and to help one another Sometimes they work on group projects, dividing up work. The teacher assists in group process and rewards effective group work. Students have every reason to be mutually helpful. Definite efforts are made to provide socially integrative experiences for exceptional students

Degree of Structure

_____1. Structure is attended to only casually. No systematic effort is made to control degree of structure.

_____2. Structure is imposed on some topics--those considered most essential; all students tend to receive similar treatment.

_____3. All students receive a carefully structured approach in introducing concepts or new content. Students who complete work rapidly are free to proceed in their own way in their "extra" time.

_____4. Instruction is varied in degree of structure, so that all students have a variety of experiences. Degree of structure tends to be a function of teacher interest and not fully a function of student need, but all students experience variety.

_____5. Degree of structure is varied systematically so that students who need high structure get it and those who achieve better by creating their own structure are encouraged to do so. The teacher has structure clearly worked out for his/her teaching area and uses it creatively.

Classroom Management

_____1. Classroom management--including group alerts and communications, transitions, question and answer procedures--tend to be at least mildly chaotic and noisy. Only a minority of students tend to be thoroughly attentive or on task at most times.

_____2. Group signals and alerts are generally well attended, and at least half of students are "on task" at most times; but transition periods tend to be chaotic and behavior disturbances are handled unpredictably. Materials management and record keeping are on minimum acceptability levels.

_____3. Teacher-pupil and pupil-pupil communication and management are all in good order, but mainly on the basis of the very high force level of the teacher. Teacher authority is clear. Predictability of class behavior is high because negative consequences for misbehavior are high--a tough but highly competent situation.

_____4. Communication is good; organization is complex but orderly; attention level is high; disturbance rate is low. Teacher is creative, adaptive, and shares responsibilities for the environment with students and rationalizes rules in group sessions. There are some very bad days, but most are tolerable to good.

_____5. At least 90% of students attend when teacher seeks to alert the full class; questions almost always serve as signals for all students; systems for transitions, record keeping, materials management and like matters are well understood and observed efficiently. Students are clear about expectations and consequences of their behavior.

Rate

_____1. All students are given fixed, uniform assignments to complete in uniform periods of time.

_____2. All students are given uniform minimum assignments for standard periods of time. Students who complete work rapidly are usually free to work on unrelated activities. Students who do not complete work successfully continue with classmates in spite of poor background. Some extra help to "laggards" may be given.

_____3. All students are given uniform minimum assignments for standard periods of time. Students who complete tasks rapidly and well are allowed informally to proceed to more advanced related topics. Students who fail to complete tasks satisfactorily are given extra tasks and/or assigned to others for extra help--such as aids or resource teachers.

_____4. Students are given mastery examinations at set times, such as at the beginning of each semester. After each evaluation, subgroups proceed at different rates and in different levels of the curriculum.

_____5. Students proceed with instruction at rates indicated by mastery examination. Such exams may be taken at any appropriate time, followed by pre-tests for succeeding tasks or topics. Entry to new areas may proceed at any time.

Content (Curriculum)

_____1. Content is defined totally by the textbook or teachers guide, including the sequence of topics or activities. The content and sequence are uniform for all students.

_____2. Teacher basically follows textbook or teachers' guide in setting content and sequence of topics, but introduces significant modifications or "special" topics designed to accommodate to general interests of the group and the teacher's judgment of priorities. The program is almost totally uniform for all students.

_____3. Teacher basically follows textbook or curriculum guide but uses more than one level or set of textbooks in heterogeneous classes.

_____4. Content for particular students is specified by the teacher; several levels of textbooks are used along with varieties of other instructional materials. Task sequences are carefully defined. Students are assessed individually and entered into instructions at appropriate levels.

_____5. Student interests guide selection of a significant portion of the content. The program for each student is sequenced according to evaluation of previous performance and achievement Attempts are made to integrate specific tasks across broader domains of the curriculum.

Instructional Methods

1) Direct instruction--lecture with or without correlated visual aides and/or demonstrations; 2) inquiry-discovery methods--students inquire and reach generalizations independently, may or may not involve interactions among students; 3) group investigations--democratic process; 4) precision teaching--application of methods of the applied behavior analysts; 5) instructional games--embedding concepts to be taught in game situations; 6) creativity--methods emphasizing divergent problem solution and other forms of productive rather than reproductive thinking; 7) psychoeducational diagnostic--prescriptive procedures; 8) peer or cross-age tutoring; 9) developmental teaching as in direct psychological education for moral development.

1. In a typical month teacher uses systematically no more than two of the above methods.

2. In a typical month teacher uses systematically no more than three of the above methods.

3. In a typical month teacher uses systematically at least five of the above methods.

4. In a typical month teacher uses systematically at least five of the above methods and is studying or consulting with other school staff members about additional approaches for some students.

5. Teacher is able to use at least six of the above methods and has collaborative arrangements with special education teachers, school consultants, psychologists, or others to help implement additional methods as needed.

Materials

1. The instructional materials include essentially only one or at most three textbooks of standard grade level difficulty which are used with near uniformity by all students.

2. Instructional materials include several levels (different reading levels) of basic textbooks covering content of the class. Additional materials from the library are on hand regularly for use by students.

3. All in 2, above, plus occasional use by the teacher of films, filmstrips, audio tapes, overhead projections, and similar audio-visual aids.

4. All of 2 and 3, above, plus permanent provision of a variety of materials in establishing interest centers for use in the teaching-learning of the class.

5. Instructional materials include several levels of reading materials, plus collections of audio-visual materials, instructional games, and competency examinations. Students are able to "store" in the classroom their individual sets of materials and records. Students are competent in use of all equipment. Special instructional materials centers and consultants are available to assist teachers.

Evaluation

1. Evaluation is almost totally text-oriented and always involves comparisons with other class members. Results are recorded as percentiles, percentages, standard scores or some such metric, usually with no breakdown for diagnostic purposes. Scores are not interpreted in "mastery" terms. Atmosphere stresses grades and competition.

2. Evaluation is text-oriented and norm-oriented, but with careful attention to domain. Some modest degree of use is made of results in assigning "make-up" work or in other limited adjustments of program.

3. Evaluation is mainly domain-oriented and reasonably clear for domain. All exams are "handed back", but attention is mainly on "grading", rather than to the planning of instruction. Procedures tend to be somewhat inconsistent.

4. Most assessments are mastery-oriented and clear about domain and are used effectively and regularly in planning instruction. Feedback to students on all tests is complete and clear. However, term grades tend to be assigned quite strictly on a norm or social comparison basis. Students are encouraged to evaluate their own work independently.

5. Assessments are partly test-oriented, but include informal observations and assessments as well. All evaluation is clear as to domain and is mastery-oriented. Assessments are quite frequent and integral parts of instruction. Occasionally norm-oriented tests are used to give students a basis for comparison of their rates of development with that of others. All students have a solid chance for sensing progress. The teacher is aware that not all learning can be assessed by another person and that a person must evaluate his/her own growth and what conditions for growth are optimal--as part of the total evaluation program.

Affective Education

1. Concern for affective development and climate is limited to a general policy of courtesy and pleasantness. Affective education is in no way a planned part of the curriculum.

2. Positive affective development and climate, while recognized as worthwhile, are sought only through sporadic and generally non-sequential activities included on an impulse or "time-available" basis.

3. Affective education is recognized as worthwhile and is included on a planned but infrequent basis throughout the year. Teachers have opportunities for inservice education and consultation on the topic.

4. Affective education is recognized as worthwhile and is included on a regularly scheduled basis much as other subject areas are in the weekly instructional schedule for students. Needs of teachers and administrators are recognized as well.

5. Affective education is recognized as an essential component of the total curriculum, is a part of the regular daily instructional schedule, and is systematically included in carry-over activities in all subject areas. Administrators and teachers attend equally to professional colleagues' affective needs. Expert consultation is provided on affective education to both teachers and administrators.

Teaming Arrangements

_____ 1. When "problem students are identified in regular classrooms, they are referred for study by specialists (such as school psychologists, school social workers, school nurses, etc.) on the assumption that the problem ownership has been transferred outside of the regular classroom".

_____ 2. When "problem" students are identified in the regular classrooms they are referred for study by specialists. The regular class teacher is called upon by the specialists to assist in the diagnosis. Observations of the student may be made in the referring teacher's classroom.

_____ 3. When "problem" students are identified in regular classrooms a referral is made to specialists. The regular teacher then often participates with the parents and school specialists in writing an "Individualized Educational Program" (IEP). The diagnosis is almost exclusively child-centered.

_____ 4. When "problem" students are identified in regular classrooms referral is made to specialists. The regular teacher then often participates in the diagnosis and in writing the IEP. Frequently observations are made of the student in the regular class. Consultation with the regular teacher to achieve program modifications is frequently a part of the total process following referral.

_____ 5. Systematic studies are made in the school for "problems" of students. These are the bases for studies of classroom and home situations as well as of student, as a basis for broad efforts for change (for example, providing more alternative approaches in reading instruction, more teacher competency in using small-group "cooperative" instructional groups, closer home-school contacts on truancy issues, etc.). When particular "problem" students are identified specialists are called upon for consultation with teachers with primary attention to possible needs for program modification.

Child Study Process

____ 1. There is no structured child study process. Children who do not conform to expected behavioral or achievement norms are dealt with through referral and segregation in isolated special education programs or other forms of separate tracks or groupings.

____ 2. Child study is seen as a problem-centered effort to identify and categorize children's deficits using standardized psycho-medical tests and to determine appropriate placements external to the regular classroom. Specialists, such as psychologists, are mainly occupied in classifying and labeling students for special programs.

____ 3. Child study is psycho-educational in nature, relying heavily upon standardized assessment instruments to diagnose and classify the child's deficits, with focus on determination of appropriate remedial programs.

____ 4. Child study is educationally-oriented, with child and his/her teacher central to process and focus on analyzing teaching-learning interaction to determine areas where efforts for improvement should be concentrated.

____ 5. Child study is focused on positive development of increasingly accommodative learning environments. Children's diversity in needs and abilities are closely examined, not to identify deficits in children but rather to plan modification in school practices and in school/home environments. Specialists, such as psychologists are heavily involved in program development.

Parent-Teacher Interaction

_____ 1. Parent-teacher interaction is characteristically limited to crisis-stimulated contacts often adversary in nature. Administrators enter mainly as rule enforcers.

_____ 2. Parent-teacher interaction, in addition to crisis-stimulated contacts, occurs on a regularly scheduled basis throughout the year with the agenda characteristically limited to the teacher's reporting of children's progress.

_____ 3. Parent-teacher interaction, in addition to crisis and formal reporting contacts, includes periodic teacher-initiated affirmative contacts with parents to informally communicate positive behaviors and achievements of each child.

_____ 4. Parent-teacher interaction is characterized by an open and trusting climate of communication within which problems and crises are seen as cause for common concern and investment in solution and wherein formal and informal information-sharing is provided by both parents and teacher.

_____ 5. Parent-teacher cooperation is close and continuous. As volunteer aides, as participants in various school committees, as co-sponsors of school-community activities, parents join with teachers in enhancing and expanding the learning and experiential opportunities for children. The atmosphere stresses creativity, mutual commitments and trust. Administrators enter as leaders/facilitators.

TEACHER-STUDENT INTERACTION

Gearheart, B. R., & Weishahn, M. W., The Handicapped Student in the Regular Classroom, St. Louis: C. V. Mosby, 1980.

PUPIL PERCEPTIONS OF TEACHER-STUDENT INTERACTION AND SUPPORT

Gearheart, B. R., & Weishahn, M. W., The Handicapped Student in the Regular Classroom, St. Louis: C. V. Mosby, 1980.

May be used by pre-service teachers as an interview sheet or filled out independently by pupil.

PUPIL-PUPIL
INTERACTION PREFERENCE FORM

Gearheart, B. R., & Weishahn, M. W., The Handicapped Student in the Regular Classroom, St. Louis: C. V. Mosby, 1980.